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ABSTRACT

During the 1988-89 academic year, the public community colleges in Illinois reviewed the general education component of their baccalaureate/transfer degree programs. Subsequently, the colleges were asked to respond to a series of questions about the following: (1) the relationship of the general education curriculum to program objectives and other curriculum components; (2) objectives for the development of skills in written and oral communications, mathematics, and analytical thinking; (3) the communication of these objectives to students; (4) methods used to assess student progress; (5) results of the assessment of student progress; (6) the support provided by faculty-related institutional policies to teaching and learning development; and (7) the resources needed to support changes and improvements. In conducting the general education reviews, all of the colleges used committees consisting of administrators, faculty and, in some cases, students. In most cases, the results and recommendations of the committees were presented to the college at large and to the board of trustees. Colleges described the objectives of general education as the development of a breadth of knowledge and an understanding of the different modes of inquiry and expression within the basic fields of humanities, social and behavioral sciences, and natural sciences. To fulfill these objectives, all colleges required a distribution of coursework in the arts/humanities, social/behavioral sciences, and natural sciences. Based on college responses, nine recommendations were developed, concerning the continuation of the general education reviews, closer collaboration with universities, the further development of assessment and tracking systems, follow-up studies, and the identification of resource needs. (WJT)

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REPORT ON COMMUNITY COLLEGE REVIEWS OF
BACCALAUREATE/TRANSFER PROGRAMS: FISCAL YEAR 1989

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INTRODUCTION

Every five years the community colleges are required to report on the review of the general education component of their baccalaureate/transfer degree programs. During the 1988-89 academic year, the colleges conducted the first of these reviews. A summary of the individual college reviews was submitted to the Illinois Community College Board and Illinois Board of Higher Education staffs as part of the Fiscal Year 1991 Resource Allocation and Management Plan. In response to the Illinois Board of Higher Education's policies related to undergraduate education, the colleges were requested to respond to a series of questions that are listed in the seven guidelines below.

1. What are the objectives of the general education component of baccalaureate/transfer programs? How is the general education curriculum related to these objectives? How is the general education integrated with other components of the curriculum? What are the strengths of the general curriculum and what areas, if any, have been identified for improvement?
2. What are the objectives for the development of baccalaureate-level skills in written and oral communications, mathematics, and analytical thinking? To what extent has the development of these abilities been integrated into the curriculum? What areas, if any, have been identified for improvement?
3. How are the objectives of general education and the development of baccalaureate-level skills described in 1 and 2 above communicated to students? What additional steps, if any, are needed to improve this communication?
4. What methods are used to assess student progress in general education and in the development of baccalaureate-level skills? What changes or improvements, if any, are planned for the student assessment program?
5. What are the results of the assessment of student progress in: (1) meeting the broad general education objectives of baccalaureate/transfer programs; (2) developing baccalaureate-level abilities and skills; and (3) if admitted on a provisional basis, acquiring abilities and skills appropriate to the successful mastery of college-level work? What changes or improvement, if any, will be made as a result of the findings of the assessment of student progress?
6. How do the institutional policies related to the faculty support the development of teaching and learning?
7. What resources are needed to support changes and improvements planned as a result of this review of baccalaureate/transfer programs?

This report summarizes the processes used by the colleges to conduct their reviews and provides a summary of the colleges' responses to the seven areas listed above. In some cases, the colleges did not respond directly to the questions in the seven areas. In these instances, the narrative reports were analyzed to ascertain whether the areas were addressed indirectly and for those that were, the responses were considered in the summary.

Review Processes

All of the colleges that described the process used for conducting the reviews had established committees or used existing committees consisting of administrators, faculty, and in some cases students. Some colleges used multiple committees and subcommittees in their review process. Elgin Community College, for example, established three subcommittees on objectives, assessment, and support and resources which worked with the college's standing curriculum committee. In most cases, the results and recommendations of the committee's work were presented to the college at large and, eventually, to the board of trustees. The committees generally were chaired by persons in leadership roles at the colleges, such as Vice Presidents of Academic Affairs.

Several colleges used a combination of processes to review their general education component. A number of committees engaged in a series of research and survey activities that involved gathering information and suggestions from campus faculty, administrators, students, and graduates about the instructional experiences in general education courses. Several committees reviewed transcripts. Others conducted workshops or in-house conferences during the review either to gather information or obtain responses to drafts or proposed strategies for implementing recommendations. The majority engaged in a series of frequent discussions about the purposes and objectives of general education and how this information is or should be articulated within the institution and to the students.

While the majority of colleges developed responses to the seven response areas through the work of these committees, the colleges are at various stages in the review process. Some colleges are at the very preliminary stages of their review, having formed committees, developed plans and strategies for the review, and collected information. For these colleges, additional work needs to be done in reviewing the effectiveness of the general education component and assessing individual student progress in meeting the objectives of general education and developing baccalaureate-level skills. Few colleges have achieved this. Others have made significant progress in this area.

Objectives, Curricula, and Communication (Guidelines 1-3)

Objectives. During fiscal year 1989, a majority of the community colleges began their review process by developing or revising their objectives for general education and baccalaureate-level skills development within their Associate in Arts and Associate in Science degree programs. The colleges that took this approach revised the language of their objectives to make it more specific and measurable, as well as to differentiate between skills and content knowledge to be acquired.

Within the general education content or knowledge area, community colleges described their objectives as the development of a breadth of knowledge and an understanding of the different modes of inquiry and expression within the basic fields of the humanities, social and behavioral sciences, and natural

sciences. Five community colleges - Olive-Harvey College, College of DuPage, Illinois Valley Community College, Oakton Community College, and Parkland College - specifically included an international, non-western, or ethnic studies requirement, and several others are considering adding such a requirement during their continued review this year. Finally, several colleges included within their general education objectives the development of attitudes and values, with a special emphasis on developing attitudes and values of good citizenship and social or civic responsibility. Colleges also were concerned about developing in students the desire and skills needed for lifelong learning.

Within the baccalaureate-level skills area, the colleges that established or revised their objectives reported specific objectives in written communication, quantitative skills, and critical thinking. Nearly all colleges also included objectives in oral communication, and a few included computer literacy and library research skills objectives.

Seventeen colleges concluded their reviews by adopting new general education and baccalaureate-level skills degree requirements for both degrees, effective either in fall 1989 or fall 1990. Three additional colleges indicated they intend to modify their requirements during the 1989-90 academic year. Colleges that did not complete the development or revision of objectives in fiscal year 1989 may decide to revise their requirements after this development is completed. The general education requirement, including baccalaureate-level skills, in all but a few community colleges constitutes at least two-thirds of the total Associate in Arts and Associate in Science degree requirements, an amount which is comparable to the general education requirements of the public universities.

Integration of Objectives into the Curriculum. To meet general education content or knowledge objectives, all community colleges require a distribution of coursework among the three broad areas of the arts and humanities, the social and behavioral sciences, and the natural sciences. Most community colleges require more coursework in fine arts and humanities and the social and behavioral sciences for the Associate in Arts degree than for the Associate in Science degree, with an average of 18 semester credit hours required for the Associate in Arts degree versus 12 semester credit hours for the Associate in Science degree. On the average, community colleges require more coursework in the natural sciences and mathematics for the Associate in Science degree than for the Associate in Arts degree with 20 semester credit hours versus 11 semester credit hours. Tables 1 and 2 present the minimum general education requirements for the Associate in Arts and Associate in Science degrees at each community college.

To develop baccalaureate-level skills, all of the colleges require courses in English composition, and most require a course in speech and in mathematics. Several community college baccalaureate-level skills requirements are unique. Olive-Harvey College, Illinois Eastern Community Colleges, Illinois Valley Community College, McHenry County College, South Suburban College, Spoon River College, Triton College, and John Wood Community College require students to

complete a computer literacy course, while the College of DuPage, William Rainey Harper College, Lake Land College, and Oakton Community College require students to complete a contemporary or life skills course that can be selected from a variety of courses for the purpose of helping the student better understand the world in which he/she resides.

The Illinois Eastern Community Colleges, Lewis and Clark Community College, McHenry County College, and Waubesa Community College require that students complete at least one year of a foreign language in order to earn the Associate in Arts degree, while Parkland College requires Associate in Arts degree students to complete an introduction to liberal arts and sciences course. Black Hawk College-East, John A. Logan College, Sauk Valley Community College, and Shawnee Community College require all students to complete a one-credit orientation course, and Joliet Junior College requires students to complete an applied or professional studies course.

Several colleges compared their general education course requirements to the Illinois Community College Board's model Associate in Arts and Associate in Science degree curricula as part of their reviews. For the most part colleges' requirements now meet the minimum number of total hours specified in the models. There remains some diversity, however, in the distribution of these hours within various discipline areas. For example, a few colleges do not have separate math and science requirements. With the exception of five colleges, all now have specific math requirements, and all but eight colleges have specific science requirements. Most colleges have not yet included a course in Third World or non-western culture. Five colleges do not yet meet the ICCB rule requirement that at least 60 percent of their transfer degree credit hours be comprised of courses in general education.

Communication of Objectives to Students. The community colleges reported that they communicate their general education objectives and requirements to students primarily through the college catalog and other publications, new student orientation, and advising. A few colleges have developed early or midterm warning systems to identify students "at risk", and several have developed or plan to develop academic progress monitoring or computerized student tracking systems. A few colleges specifically reported including general education objectives in their articulation efforts with area schools and in meetings and communicating with high school students and their parents. Several colleges have initiated a required or optional "orientation" or "student success" course. In addition to these comprehensive methods, most community colleges include general education and/or baccalaureate-level skills development objectives, as appropriate, within the syllabus developed for each course. Table 3 presents the methods reported by the colleges for communicating the general education objectives and requirements to their students.

Assessment (Guidelines 4 and 5)

The colleges were asked to identify the methods used to assess student progress in general education and the development of baccalaureate-level skills development and to report the results of the assessment of student progress. Several colleges devoted most of their responses to describing their programs for assessing entry-level skills. While the colleges identified some of the measures used to assess the progress of students, many acknowledged that they still have work to do and will continue their reviews of this area over the next couple of years. Methods used for assessing entry-level skills, the development of baccalaureate-skills, and the progress made toward meeting the general education objectives are presented in Table 4.

Assessment of Entry-level Skills. All community colleges now require entry assessment in reading, writing, and mathematics in some form to make course placement decisions. As part of their reviews of undergraduate education, many of the colleges reviewed their entry-level basic skills assessment and course placement methods and their remedial/developmental programs. As a result of this or earlier reviews, most colleges have concluded that placement into remedial/developmental courses for students whose assessment results so indicate must be mandatory rather than advisory. As a check on the effectiveness of their remedial/developmental programs, a few colleges now also require an exit test at the end of remediation to ensure student readiness for college-level work. Several colleges reported results of follow-up studies of student success in regular coursework after remediation, and a few have conducted extensive studies to determine and validate the cut-off scores appropriate for placement into various course levels.

Assessment of Student Progress. The most common method used by colleges to assess student progress in meeting general education objectives is the satisfactory completion of a prescribed number of courses from each field of knowledge. In addition to this traditional method of assessment, five community colleges propose to administer commercially developed standardized tests to measure student learning gains during college and trends over time in students' general education knowledge acquisition. Oakton Community College pilot tested such an instrument but found it unsatisfactory. The College of DuPage and the College of Lake County have pilot tested several such instruments and plan to continue pilot testing a variety of assessment instruments and techniques before adopting any particular instrument or technique. Ten colleges reported that they include questions about general education and baccalaureate-level skills development in student surveys, while nine colleges included similar questions in surveys of alumni.

The most common method used by community colleges to assess student progress in meeting baccalaureate-level skills development objectives is the traditional method of prescribing satisfactory completion of specific composition, speech, and mathematics courses. In addition to prescribing a particular writing course or course sequence, however, eight colleges have developed a common composition course syllabus that includes not only common

outcome objectives but also a common final examination or experience which is graded on a common standard. Twelve colleges reported that they require or will be requiring use of a common syllabus with explicit outcome objectives in all multiple-section general education courses, and four colleges plan to require a common final examination in at least some general education courses. Such efforts are meant to ensure that multiple sections of the same course are comparable from instructor to instructor.

In addition, thirteen colleges have initiated or plan to initiate writing-across-the curriculum programs, three have begun or are planning mathematics-across-the curriculum programs, nine have established or are planning critical thinking-across-the curriculum programs, and two have integrated the use of computers across the curriculum. Writing- and critical thinking-across-the curriculum programs were often similar and related. Four colleges have initiated course sequencing control systems to ensure that students enroll in courses in the appropriate sequence and to ensure that students have satisfactorily completed course prerequisites before enrolling in a more advanced course.

Assessment of Institutional Effectiveness. To review the college's overall effectiveness, community colleges use trend research. Several colleges gather and analyze trends in retention and graduation rates, and most community colleges analyze trends in their students' after-transfer success at baccalaureate institutions. Both Lincoln Land Community College and South Suburban College conducted an analysis of student transcripts to determine which courses students actually completed to fulfill general education requirements when choices were allowed.

Assessment Results. Most colleges described specific actions they intend to take to improve their programs as a result of their review efforts to date. Few are far enough along in developing an assessment process, however, to have been able to report corroborating empirical findings from multiple measures of student progress in achieving baccalaureate-level skills or general education objectives or on the effectiveness of their general education and baccalaureate-level skills requirements in meeting their objectives. Notable exceptions were Illinois Central College, College of Lake County, Moraine Valley Community College, and South Suburban College. These colleges have been working on assessment measures and evaluation of the general education components of their transfer degrees for several years and, thus, are further along than most of the other colleges in reaping the benefits of a comprehensive review. While these colleges identified many positive outcomes, they also identified areas needing improvement.

Institutional Policies on Faculty Development (Guideline 6)

Most of the community colleges indicated that they have some type of policies and practices in place that support the development of teaching and learning for the faculty. About one-third of the colleges reported that they have a

policy for the evaluation of faculty, geared toward the improvement of instruction. Moraine Valley Community College has a detailed and comprehensive evaluation system for both full- and part-time faculty which contains a component for faculty development. Also, at Morton College each full-time faculty member is required to prepare and is held accountable for an annual plan for professional growth.

A variety of professional development practices to encourage the maintenance and improvement of teaching were reported. On-campus in-service programs which included staff development days, workshops, conferences, and retreats were the most common type of practices as reported by over half of the community colleges. In addition, over half provided resources for mini grants, staff development projects, and travel to conferences and workshops. About one-third of the colleges reported policies for sabbatical or paid leaves for faculty and tuition reimbursement for graduate courses. Other policies and practices which were reported by a few colleges included orientation programs for new faculty, mentors for part-time faculty, and a policy requiring part-time faculty to attend in-service training sessions. Some faculty at Black Hawk College participated in the Teacher Excellence Student Achievement (TESA) program, an on-campus program for discussing the improvement of instruction with colleagues. Lewis and Clark Community College funded faculty projects intended to contribute to the quality of education through a Faculty Initiative Program (FIP).

Several colleges indicated they had policies which served as incentives for faculty development. One type of incentive presented by several colleges was an annual teacher-of-the-year or outstanding faculty award. Eight districts reported policies for faculty to advance on the salary schedule by successfully completing graduate courses aimed at developing teaching skills or through involvement in professional workshops and conferences.

A few colleges have designated an office, a center, or a coordinator with the prime responsibility of supporting and enhancing teaching. College of Lake County has a Professional Growth Center for faculty, Moraine Valley Community College has a Center for Faculty and Program Excellence, and William Rainey Harper College has a Learning Assistance Center which supports learning and teaching activities for faculty. Elgin Community College has an administrative position for an Assistant Vice President for Professional Development/Evaluation and Research. McHenry County College allocated 20 percent reassigned time for a faculty member to serve as the Faculty Development Coordinator.

Most of the community colleges indicated that the primary responsibility of the faculty is to teach, and they have institutional policies and allocation of resources that place primary emphasis on those activities which support teaching and learning.

**Resources Required to Implement Baccalaureate/Transfer
Program Review Initiatives (Guideline 7)**

Most of the colleges were unable to identify the specific resources required to implement many of the recommendations and actions which resulted from their reviews of baccalaureate/transfer programs or were not far enough along in their review to know what would be required. However, there are a number of areas in which many of the colleges agree that additional funds will be required to improve the curricula and support services. These are discussed below, although no dollar amounts associated with these initiatives are projected at this time. It was not always clear from the colleges' reports whether the colleges believe that additional state resources are needed to support improvement of the curricula or whether local or reallocated resources are sufficient to achieve their objectives.

Counseling and Advisement. Many colleges noted that in order to improve the retention and success rates of students seeking baccalaureate/transfer degrees, improved counseling and advisement will be necessary. The problems associated with this area range from an insufficient number of counselors and advisors to a lack of information needed by these individuals to provide timely and accurate information to students. In order to provide these services to all students, additional resources will be needed to hire new counselors and advisors. In addition, colleges noted the need for counselors and advisors to have access to timely information on student progress so that they are able to monitor individual student performance as they progress through the lower-division level and to intervene as needed.

Entry-level and Ongoing Assessment. Closely related to the area of counseling and advisement is the assessment of entry-level skills and the placement of students in appropriate courses. In order to provide effective counseling and advisement to students, counselors and advisors need to have accurate and timely information on the educational needs and capabilities of students as they enter the college experience. This is of particular importance because many of the community college students are older and have been away from formal education for a number of years. Many of the colleges noted that while they have formalized assessment measures for many students, not all students are tested to determine which classes are appropriate for them. In addition, placement into remedial classes where indicated is not always mandatory. Implementation of full-scale entry assessment and mandatory placement is expensive, and additional funds will be required for such measures.

A number of colleges cite the need for funds to test and validate various ongoing assessment tools, both commercially available and institutionally developed. In order to do this, colleges cite the need for professional staff trained in this area or for released time for current faculty and staff to undertake this responsibility.

Finally, colleges noted that the cost of administering assessment tests to students may be excessive and that additional resources may be necessary to support this activity.

Monitoring Individual Student Progress. In order to monitor student progress effectively, many colleges noted that their current computing capacity will have to be expanded to provide counselors and advisors with up-to-date information on student assessment, placement, and progress within their programs of study. Some colleges currently have computerized systems which track such factors as student grade point averages to alert the college when it appears that a student may be in academic difficulty. However, such systems are not available at all colleges, and many are convinced that only through such systems will counseling and advisement of students be improved substantially, given the large number of students at many of the colleges.

Communications with Students. A number of colleges noted that there is a need to improve their communications with students related to baccalaureate skills development, general education requirements, and the new entrance requirements mandated by the State of Illinois. While many colleges have noted that they will be revising their college catalogs, others have suggested that this is probably not sufficient. Additional materials need to be developed to address these matters. Improved college orientation programs also are a means of communication. Communication of what community college courses will satisfy the lower-division general education requirements of senior colleges and universities was identified by some colleges as another area needing enhancement. The colleges noted that in many cases such additional activities will require additional resources.

Instructional Equipment and Libraries. Several colleges noted that in order to improve their baccalaureate/transfer programs, additional resources will be required to upgrade current laboratory equipment and library holdings. While a minority of institutions mentioned this need, some believed that their current ability to improve the curricula will be impeded without significant infusion of funds to support this aspect of education.

Faculty Issues. Funding for orientation and professional development of faculty is of concern to many colleges. As the emphasis on baccalaureate/transfer curricula is strengthened, there is a need to orient faculty to the changes. Colleges noted that this is particularly important for new and part-time faculty. Many colleges believe that this is best accomplished in new faculty orientation.

A number of colleges noted that improved means of faculty evaluation are necessary. When faculty are found to be in need of special assistance, funds will be needed to provide intervention.

In more general terms, colleges believe that all faculty, and particularly part-time faculty, would benefit from stronger development programs, not only institutional programs but also professional conferences and workshops. Some colleges noted that additional costs will be incurred as such initiatives as writing-across-the curriculum are introduced to all faculty members.

Several colleges noted that additional faculty will be needed to provide new courses such as non-western civilization courses and to expand sections of remedial courses. Also, faculty released time will be necessary to upgrade and revise the current baccalaureate/transfer curricula and courses and to develop appropriate assessment measures.

Program Review and Curricular Reorientation. Colleges are examining their existing baccalaureate/transfer curricula as part of the regular program review cycle. Some colleges noted that the costs of such reviews are not supported with additional state resources and feel that since such reviews are a state mandate, the state should provide colleges with additional resources for these activities. In addition, some colleges suggest that since the new baccalaureate/transfer program admission standards are being imposed by the state, the state should assume the financial responsibility for supporting the implementation of these standards by the colleges. They noted that such standards require the expansion of assessment, placement, counseling, and advising services. Further, some colleges have expressed concern that there will need to be follow-up studies to assure that the implementation of the new standards will have the effect of improving undergraduate education. The costs of such studies should be supported by the state. Colleges also noted that they will have to re-evaluate their current curricula and may need to redesign or reconfigure their existing curricula and courses in response to the state's recent actions. They suggest that this is a costly undertaking which may require additional state resources.

The colleges also indicated a need for systematic student follow-up after students have transferred to senior institutions to assess and evaluate community college transfer programs.

Conclusions and Recommendations

In establishing baccalaureate-level skills and general education objectives, translating them into degree requirements, and then assessing student progress in meeting their objectives, community colleges face a dilemma that public universities do not. The primary purpose of Associate in Arts and Associate in Science degree programs is to prepare students to transfer to baccalaureate degree programs by providing them the lower-division portion of a baccalaureate degree program. Thus, community colleges need to articulate their degree requirements and courses closely with the baccalaureate degree-granting institutions to which their students transfer. This is not too difficult if most of the college's students transfer to a single institution. Since in practice this seldom occurs, the more diverse or unique university baccalaureate-level skills and general education requirements become, the more difficulty a community college has in developing a coherent and transferable degree program of its own.

To compound the problem further, not all Associate in Arts or Associate in Science degree graduates transfer. Even more important, many community college students enrolled in the baccalaureate/transfer program transfer to a

baccalaureate institution before they complete the Associate in Arts or Associate in Science degree. Thus, it becomes problematic as to how and when to assess a student's progress toward meeting the objectives of general education.

Keeping these factors in mind, the following conclusions have been drawn from the staff's analysis of the colleges' reviews of the general education component of their baccalaureate/transfer degree programs. Recommendations have been made when appropriate.

The processes developed by the colleges for conducting their reviews appeared to work well. While the process is somewhat slower when colleges include representatives from different groups and take an integrated approach to the review, this approach seems to have many benefits. The exchange of different points of view among administrators, faculty from different discipline areas, students, and former students resulted in developing a broader perspective on the objectives of general education and the development of baccalaureate-level skills as well as in establishing important communication links within the colleges. Some of the colleges that took this approach found that they needed more time to complete the review but believe in the long term they will profit from the more comprehensive approach.

Recommendation 1. As community colleges continue their reviews of the general education component of their baccalaureate/transfer degrees, they should have broad representation on their review committees to facilitate the exchange of ideas.

Most of the colleges were able only partially to complete their reviews by the end of fiscal year 1989. Some colleges reviewed their programs by determining the current status of the various review items. Most, however, attempted to make revisions and identify how they would make future improvements. In taking the latter approach, most colleges found that to conduct a comprehensive review and make revisions takes longer than one year and is, in fact, a multi-year process.

Recommendation 2. Community colleges should provide a summary of their ongoing reviews of the general education component of their baccalaureate/transfer degrees and the progress made in implementing changes resulting from the reviews each year with their RAMP/CC submission.

The colleges are to be commended for their in-depth review of and subsequent revisions to the objectives of the general education component and the development of baccalaureate-level skills. The development of clear, measurable objectives is essential to the quality of undergraduate education. The development of general education objectives calls for a broader perspective than the development of course and discipline-oriented objectives. Thus, the development and review of objectives cannot be done in isolation, but must be a cooperative effort spanning the discipline areas. The colleges need to have these objectives well-defined in order to inform students of what is expected of them, to know what to measure in assessment, and to guide curriculum development.

In reviewing how the general education objectives are integrated into the transfer degree curricula, the colleges reviewed and, in many cases, revised their general education course requirements. The colleges have made great strides in enhancing their general education course requirements. While most colleges have increased the total number of general education credit hours required for the Associate in Arts and Associate in Science degrees, five do not yet meet the 60 percent ICCB rule (Rule 1501.302a3b) requirement for new AA and AS degrees and a few additional colleges do not meet the guidelines in the ICCB model degree programs. Additionally, while the total number of hours may meet the recommendations, some colleges' required minimum credit hours within discipline areas do not meet those recommended in the models. Most public universities in Illinois have expressed strong support for the models and believe meeting the minimum guidelines recommended therein may alleviate many articulation concerns. However, the universities are continuing to revise their general education course requirements. These actions will necessitate the continuous examination of the AA and AS degree models and revision of the colleges' general education course requirements.

Recommendation 3. Community colleges should work with universities in integrating the objectives of general education into the curricula to ensure that their general education requirements are comparable in scope and quality.

Recommendation 4. To assist the colleges in accomplishing recommendation 3, ICCB staff should inform colleges of changes in university requirements, periodically update the AA and AS degree models, and provide colleges with an analysis of the status of their requirements compared with the models.

Recommendation 5. ICCB Rule 1501.302a3b, specifying that the general education component of new AA and AS degrees will represent at least 60 percent of the total number of credit hours required for completion, should be reviewed to determine whether the rule needs revision.

Monitoring the progress of students in meeting the objectives of general education and baccalaureate-level skills has been identified by the IBHE Committee on the Study of Undergraduate Education as an important component of undergraduate education. Multiple measures of assessing the progress are recommended. Colleges are developing mechanisms for both assessing and monitoring progress so that students can be informed of their progress and early intervention can take place as needed. Colleges also are monitoring retention and graduation rates as a measure of institutional effectiveness. Other measures identified by colleges included the use of common course syllabi and objectives, common course final examinations and grading scales, course sequencing and prerequisite controls, and grade distribution monitoring systems. Most colleges identified monitoring and assessment as areas that needed additional review, development, and resources.

Recommendation 6. Community colleges are encouraged to continue their efforts in developing multiple measures of assessment and tracking systems to be used in monitoring the progress of students.

In order to evaluate curricula, it is important not only to know what happens to students while they are enrolled at the college but also to know what happens after they leave the institution. Only nine of the 50 colleges reported conducting follow-up studies of their previous baccalaureate/transfer students through direct contact with the former students. A little over half of the colleges monitor the success of students after they transfer to a baccalaureate degree-granting college or university. Most colleges concluded from their reviews that more information is needed regarding both graduates and leavers of programs in order to assess their programs. Additionally, the colleges identified the lack of information from universities on their transfer students as an area needing improvement.

Recommendation 7. Community colleges should conduct periodic follow-up studies of their former baccalaureate/transfer students, and universities are encouraged to provide feedback in a common format to community colleges on the progress of their students following transfer.

Most of the colleges indicated that the primary responsibility of the faculty is to teach, and they have institutional policies and allocate resources to place primary emphasis on those activities which support teaching and learning. In reviewing their policies and associated activities, some colleges noted the need to expand their policies and activities to enhance the development of part-time and new faculty members. Other colleges made reference only to full-time faculty in their responses. Since part-time faculty are an important part of the community college system, they need to be aware of the objectives of the general education component of the transfer degree programs as well as to have the opportunity to expand their knowledge and skills through faculty development programs.

Recommendation 8. Community colleges should continue to recognize the importance of policies and practices for faculty that support teaching and learning by providing incentives and opportunities for all faculty. Particular emphasis should be placed on enhancing policies regarding and programs for part-time and new faculty.

Most colleges were not able to identify dollar amounts associated with the improvements requiring additional resources. In several cases, the colleges had not completed the identification of the areas where additional resources would be needed. It is important for the colleges to continue to work on these needs and to attempt to identify where additional state or other external resources will be needed and where they can meet their needs through reallocation of existing funds. It is also possible for colleges to share their resources by cooperating with other colleges in implementing improvements to meet their identified needs. Cooperative efforts not only can be cost effective but also can eliminate unnecessary duplicative efforts. External funds raised through the colleges' foundations and obtaining grants are possible resources to implement changes.

Recommendation 9. Community colleges should continue to identify both local and state resources needed to support changes and improvements planned as a result of the review of baccalaureate/transfer programs.

Illinois Community College Board

Table 1

MINIMUM GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREES
IN COMMUNITY COLLEGES

Dist. No.	District/College	Communi- cations [9]	Humanities [9-15]	Social Science [9-15]	Math [3-9]	Science [6-9]	Math/ Science	Other	Gen Ed Total [38-48]
522	Belleville (64)	9	9-12	9-12	4	8		2	44
503	Black Hawk								
	East (62)	9	12	9	3		6	3	42
	Quad Cities (64)	9	9	9		4	5	2	38
508	Chicago								
	City-Wide (62)	9	9	12	3	9			42
	Daley (64)	9	9	9	3	6		6	42
	Kennedy-King (60)	9	9	9	3	12			42
	Malcolm X (63)	9	9	12	3	10			43
	Olive-Harvey (60)	9	6	6	3	11		9	44
	Truman (63)	9	9	9	3	12			42
	Washington (60)	9	6	6	3	12		9	45
	Wright (62)	9	9	9	3	8	3	3	44
507	Danville (62)	9	17	9	3	4		3	45
502	DuPage (62)*	9.3	10	10	3.3	6.7		2	41
509	Elgin (60)	9	3	6	3	3			24***
512	Harper (60)	9	9	9	3	4	3	6	43
519	Highland (62)	9	6	9	3	8		3	40
514	Illinois Central (64)**	9	6	9	3	8			35
529	Illinois Eastern								
	Frontier (64)	9	6	9	3	4	3	10	44
	Lincoln Trail (64)	9	6	9	3	4	3	10	44
	Olmey Central (64)	9	6	9	3	4	3	10	44
	Wabash Valley (64)	9	6	9	3	4	3	10	44
513	Illinois Valley (64)	9	12	9		4	7	3	44
525	Joliet (64)	9	6	9	3	4	1	8	40
520	Kankakee (64)	9	9	9	3	8		2	40
501	Kaskaskia (64)	9	12	12	3	3	3	4	46
523	Kishwaukee (64)	9	12	12	3	7		5	48
532	Lake County (60)	9	9	9	3	7			37
517	Lake Land (64)	9	6	6	3	4	3	9	40
536	Lewis & Clark (64)	9	9	6	3	4		10	41
526	Lincoln Land (60)	6	9	9			11		35
530	Logan (62)	9	12	12	5	9		4	51
528	McHenry (60)	9	9	9	3		8	5	43
524	Moraine Valley (62)	9	6	6	3	8		9	41
527	Norton (62)	9	12	12	3	4	2	2	44
535	Oakton (60)	9	9	9	3	4	3	3	40
505	Parkland (60)	9	9	9	3	8		3	41
515	Prairie State (62)	9	9	9	3	4	4	3	41
521	Rand Lake (64)	9	9	9	3	4	3	2	39
537	Richland (60)	9	12	9			8		38
511	Rock Valley (64)	9	11	12	3	8			43
518	Sandburg (62)	9	12	12	3	3	3		42
506	Sauk Valley (64)	9	15	12	3	7		4	50
531	Shawnee (64)	9	9	9			11	1	39
510	South Suburban (62)	9	12	9	3	4		5	42
533	Southeastern (62)	9	5	9	3	8		7	41
534	Spoon River (63)	9	9	9	3	4	2	6	42
601	State Comm. Coll. (63)	9	9	6	3	6		3	36
504	Triton (64)	9	8	6	4	4		9	40
516	Waubesaee (64)	9	9	9	3		7	10	47
539	John Wood (64)	9	12	12	3	3	3	1	43

*Converted to semesters

**Associate in Arts and Science

***An additional twenty semester hours of general education requirements must be completed by selecting courses depending upon the students choice of a major at a transfer institution. The college is currently revising these requirements.

[] = Recommended minimum hours in AA degree model.

() = Total degree credit hour requirements.

SOURCES: ICCB General Education Survey, December 1988
Current College Catalogs
Program reviews

Illinois Community College Board

Table 2

MINIMUM GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREES
IN COMMUNITY COLLEGES

Dist. No.	District/College	Communi- cations [9]	Humanities [6-9]	Social Science [6-9]	Math [8-16]	Science [8-16]	Math/ Science	Other	Gen Ed Total [39-46]
522	Belleville (64)	9	6-9	6-9	8-12	8-12		2	46
503	Black Hawk								
	East (62)	9	6	9	3		12	3	42
	Quad Cities (64)	9	6	6			20	2	43
508	Chicago								
	City-Wide (62)	9	9	6	9	11			44
	Daley (64)	9	6	6	9	12			42
	Kennedy-King (60)	9	6	6	9	12			42
	Malcolm X (63)	9	6	6	9	15			45
	Olive-Harvey (64)	9	6	6	8	15		3	47
	Truman (62)	9	6	6	8	15			44
	Washington (60)	9	3	3	10	15		4	44
	Wright (62)	9	6	6	8	15	1	3	48
507	Danville (62)	9	9	9	3	8		3	41
502	DuPage (60)*	9.3	3.3	3.3	6.7	13.3		4	40
509	Elgin (60)	9	6	6	3	3			27***
512	Harper (60)	9	6	6	3	7	10	3	44
519	Highland (62)	9	6	9	3	8		5	40
514	Illinois Central (64)**	9	6	9	3	8			35
529	Illinois Eastern								
	Frontier (64)	9	9	9	3	4	6	2	42
	Lincoln Trail (64)	9	9	9	3	4	6	2	42
	Olney Central (64)	9	9	9	3	4	6	2	42
	Wabash Valley (64)	9	9	9	3	4	6	2	42
513	Illinois Valley (64)	6	6	6			23	3	44
525	Joliet (64)	6	6	6	4	12		6	40
520	Kankakee (64)	9	6	9	6	16			46
501	Kaskaskia (64)	9	6	6	8	12		4	43
523	Kishwaukee (64)	9	6	9	6	8		10	48
532	Lake County (60)	9	9	9	3	7			37
517	Lake Land (64)	9	6	6	3	4	3	9	40
536	Lewis & Clark (64)	9	6	9	3	4	6	2	39
526	Lincoln Land (60)	6	6	9			15		36
530	Logan (62)	6	6	6			17	4	39
528	McHenry (60)	9	9	9	3	8		5	43
524	Moraine Valley (62)	9	6	6	3	8		9	41
527	Morton (62)	9	6	6	6	8	7	2	44
535	Oakton (60)	6	6	6	6	8			32
505	Parkland (60)	9	6	6	8	8			37
515	Prairie State (62)	9	6	6	3	4	12		40
521	Rend Lake (64)	9	3	6	3	4	13	2	40
537	Richland (60)	9	8	9			12		38
511	Rock Valley (64)	9	3	3	4	8	12	6	45
518	Sandburg (62)	9	9	9	3	3	6		39
506	Sauk Valley (64)	9	6	6	3	7		4	35
531	Shawnee (64)	9	9	9	3	8		1	39
510	South Suburban (62)	9	6	9	3	7	2	5	41
533	Southeastern (62)	9	5	9	3	8		7	41
534	Spoon River (65)	9	3	6	6	8	4	7	43
601	State Comm. College (63)	9	3	6	6	9		3	36
504	Triton (64)	9	5	6	4	4	8	5	41
516	Waubesaee (64)	9	9	9	3		9	2	41
539	John Wood (64)	9	9	12	3	3	6	1	43

*Converted to semesters

**Associate in Arts and Science

***An additional seventeen semester hours of general education requirements must be completed by selecting courses depending upon the students choice of a major at a transfer institution. The college is currently revising these requirements.

[] = Recommended minimum hours in AS degree model.

() = Total degree credit hour requirements.

SOURCES: IOCB General Education Survey, December 1988
Current College Catalogs
Program reviews

Table 3

Methods of Communicating General Education and Baccalaureate level Skills
Objectives and Requirements to Students

Public Community Colleges

Methods of Communication	BAC	BHC	CWC	RJD	K-K	ME	O-H	HST	HMC	WMC	DACC	CoD	ECC	WRMC	HCC	ICC
Publications																
College catalog/brochures	E	E	P	E	E	E	E	E	E	E	E	E	E	E	P	
Term course schedule				E	E			E								
Program planning guide				E		P	E									
New student orientation		P		E	P	E	E	P		E		E	P	E	P	V
Orientation course																
Optional				E		E		E								E
Required						P	E									
Advising/Mentoring		E		E		E	E		E		E	E		E	E	V
Mid term warning system				P		E			E						E	
Course syllabi		E	E	E		P	E	E	E	E	E		E			
Academic progress monitoring system/computerized student tracking system		E		P	E		E	E		E		P		E		
Transfer Center						P	P	P								
Transfer Manual/Guide(s)		E		E			P	P						E		
Annual letter to high school students, parents, teachers, and counselors		E														
Articulation with high schools (students, parents, teachers, and counselors)		E		E				E		E				E		

Key: E = Existing
P = Proposed
V = Varies by department

Table 3

Methods of Communicating General Education and Baccalaureate-level Skills
Objectives and Requirements to Students

Public Community Colleges

<u>Methods of Communication</u>	<u>IECC</u>	<u>IVCC</u>	<u>JJC</u>	<u>KCC</u>	<u>Kask</u>	<u>Kish</u>	<u>CLC</u>	<u>LLC</u>	<u>L&CCC</u>	<u>LLCC</u>	<u>JALC</u>	<u>McHCC</u>	<u>MVCC</u>	<u>NorC</u>	<u>OCC</u>	<u>PC</u>
Publications																
College catalog/brochures	P	P	E	P	E		P		P		P	E	P	E	E	P
Term course schedule					P		P									
Program planning guide					E									E		
New student orientation	P	P			E	E					P				E	
Orientation course																
Optional				E												
Required	E					E			E				P			
Advising/Mentoring	E	E	E	E	E										P	
Mid-term warning system													E	E		
Course syllabi	E	P	P		E	P			P			E		E		
Academic progress monitoring system/computerized student tracking system	P		P	P					P		P	E	E		E	
Transfer Center																
Transfer Manual/Guide(s)	P															
Annual letter to high school students, parents, teachers, and counselors																
Articulation with high schools (students, parents, teachers, and counselors)	E	E	E	E		P					P			E		

Table 3

Methods of Communicating General Education and Baccalaureate-level Skills
Objectives and Requirements to Students

Public Community Colleges

<u>Methods of Communication</u>	<u>PSC</u>	<u>RLC</u>	<u>RCC</u>	<u>RVC</u>	<u>CSC</u>	<u>SVCC</u>	<u>ShCC</u>	<u>SIC</u>	<u>SSCCC</u>	<u>SBC</u>	<u>SCC</u>	<u>TrC</u>	<u>WCC</u>	<u>JWCC</u>
Publications														
College catalog/brochures	P	E		P	E	P		P	E	P	P	P	P	E
Term course schedule														
Program planning guide									E					P
New student orientation		E							E		P		P	P
Orientation course														
Optional														P
Required						E								
Advising/Mentoring		E			P	E			E	E			P	E
Mid-term warning system									E					E
Course syllabi	E			E				P		E	P	P		E
Academic progress monitoring system/computerized student tracking system						P			E	P				P
Transfer Center														
Transfer Manual/Guide(s)									E					
Annual letter to high school students, parents, teachers, and counselors														P
Articulation with high schools (students, parents, teachers, and counselors)													P	P

Table 4

Public Community College General Education and Baccalaureate-level Skills Assessment Measures

Assessment Measures	BAC	BMC	CMC	BJD	E-E	ME	O-H	HET	HMC	WMC	BACC	CoD	ECC	WVHC	HCC	ICC
Entry Basic Skills																
Writing																
Diagnostic writing test		E	P	E	E	E	E			E	E	E	E	E	E	E
Mandatory remediation						E	E		E	E	E		E	E	E	
Remediation exit testing						E	E		E	P	P					
Reading																
Diagnostic reading test		E	P	E	E	E	E	E	E	E	E			E	E	E
Mandatory remediation						E	E	E	E	E	E			TC		
Remediation exit testing						E			E	E	P	P				
Mathematics																
Diagnostic math test		E	P	E	E	E	E	E	E	E	E	E	P	E	E	E
Mandatory remediation						E	E	E	P	E	E			TC		
Remediation exit testing						E			E		P					
Baccalaureate-level Skills																
Communication skills																
Required speech course		E		E	E	E	E	E	E	E	E	E	E	E	E	E
Required course(s) in composition	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Common final exam & grading in writing						E	E	P	P	P	E					
Writing-across-the-curriculum		E		E			P	P	P	E	E		E		E	
Mathematics skills																
Required course(s) in mathematics	E		E	E	E	E	E	E	E	E	E	E	E	E	E	E
Mathematics-across-the-curriculum				P						P						
Required computer course							E									
Computers-across-the-curriculum								P								
Critical thinking skills across-the-curriculum				P					P	P						V
General Education																
Course distribution requirement	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Standardized test(s)					P				P			TC				
Student self-report			E	P					E	E				E		E
Alumni self-report		E							E					E	E	
Other Review Measures																
Course quality control																
Course/instructor evaluation system		E		E		E	E	E	E	E	E		E		E	
Common course syllabus and objectives			E	V			E			E						
Common course final exam & grading scale										V					V	
Course sequencing/prerequisite control				E		E			E	E			E			
Grade distribution monitoring system				E						E						
Trend research																
Retention/graduation rate trends			E	E				E	P	E				E	E	E
Success after transfer trends		E					P	E			E		E	E	E	E
Transcript study of course selection																

Key: E = Existing
P = Proposed
V = Varies by department
TC = Pilot-testing of a variety of measures is continuing
TD = Pilot-tested but discontinued

Table 4

Public Community College General Education and Baccalaureate-level Skills Assessment Measures

Assessment Measures	IRCC	LYCC	JJC	KCC	KASH	KASH	SLC	LLC	WAGCC	WAGCC	JALC	MSHCC	MYCC	WRC	QCC	PC
Entry Basic Skills																
Writing																
Diagnostic writing test	X		X	X	X		X		X			X	X		X	X
Mandatory remediation	X		X				X		X		X	X	X		X	
Remediation exit testing	X						X									
Reading																
Diagnostic reading test	X		X		X		X		X			X	X	X	P	X
Mandatory remediation	X		P				X		X		X	X	X		P	
Remediation exit testing	X															
Mathematics																
Diagnostic math test	X		X		X		X		X			X	X	X	X	X
Mandatory remediation	X		X				X		X		X	X	X		X	
Remediation exit testing	X															
Baccalaureate-level Skills																
Communication skills																
Required speech course	X	X	X	X	X	X	X	X	X		X	X	X	X		X
Required course(s) in composition	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Common final exam & grading in writing											P		X			
Writing-across-the-curriculum			P				X					X			X	
Mathematics skills																
Required course(s) in mathematics	X		X	X	X	X	X	X	X		X	X	X	X	X	X
Mathematics-across-the-curriculum												X				
Required computer course	X	X										X				
Computers-across-the-curriculum													V			
Critical thinking skills across-the-curriculum																
			P				X					X	X		X	
General Education																
Course distribution requirement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Standardized test(s)			P				TC								TD	
Student self-report	X		X			X	X									
Alumni self-report			X				X								X	X
Other Review Measures																
Course quality control																
Course/instructor evaluation system		X	P										X	X		
Common course syllabus and objectives	X	V	P								P			X		
Common course final exam & grading scale											P		V			
Course sequencing/prerequisite control	X		X											X		
Grade distribution monitoring system			X										X	X		
Trend research																
Retention/graduation rate trends	X		P													
Success after transfer trends	X	X	X		X	X	X		X	P		X	X	X		X
Transcript study of course selection											X					

Table 4

Public Community College General Education and Baccalaureate-level Skills Assessment Measures

Assessment Measures	PCC	RLC	RCC	RYC	CPC	RYCC	SHCC	SLC	SLCCG	RRC	RCC	TCS	WCC	JWSC
Entry Basic Skills														
Writing														
Diagnostic writing test	E	E			E	E		E	E	E	P	E		E
Mandatory remediation					E			P	E	E		E		E
Remediation exit testing					P									
Reading														
Diagnostic reading test	E	E			E	E		E	E	E	P	E		E
Mandatory remediation					E			P	E	E		E		E
Remediation exit testing					P									
Mathematics														
Diagnostic math test	E	E			E	E		E	E	E	P	E		E
Mandatory remediation					E			P	E	E		E		E
Remediation exit testing					P									
Baccalaureate-level Skills														
Communication skills														
Required speech course	E	E		E	E	E	E	E		E	E	E	E	E
Required course(s) in composition	E	E		E	E	E	E	E	E	E	E	E	E	E
Common final exam & grading in writing														
Writing-across-the-curriculum														
Mathematics skills														
Required course(s) in mathematics	E	E		E	E	E		E	P	E	E	E	E	E
Mathematics-across-the-curriculum														
Required computer course									E	E		E		E
Computers-across-the-curriculum														
Critical thinking skills across-the-curriculum														
General Education														
Course distribution requirement	E	E		E	E	E	E	E	E	E	E	E	E	E
Standardized test(s)					P								P	
Student self-report														
Alumni self-report									E					
Other Review Measures														
Course quality control														
Course/instructor evaluation system									E	E				E
Common course syllabus and objectives		E				P				E		P		P
Common course final exam & grading scale														
Course sequencing/pre-requisite control										E				
Grade distribution monitoring system											E	E		V
Trend Research														
Retention/graduation rate trends				E							E			E
Success after transfer trends	E		E			E	E		E	E				E
Transcript study of course selection									E					

Key to Community College Name Abbreviations

BAC	Belleville Area College
BHC	Black Hawk College
	City Colleges of Chicago
CWC	City-Wide College
RJD	Richard J. Daley College
K-K	Kennedy-King College
MX	Malcolm X College
O-H	Olive-Harvey College
HST	Harry S Truman College
HWC	Harold Washington College
WWC	Wilbur Wright College
DACC	Danville Area Community College
CoD	College of DuPage
ECC	Elgin Community College
WRHC	William Rainey Harper College
HCC	Highland Community College
ICC	Illinois Central College
IECC	Illinois Eastern Community Colleges
IVCC	Illinois Valley Community College
JJC	Joliet Junior College
KCC	Kankakee Community College
Kask	Kaskaskia College
Kish	Kishwaukee College
CLC	College of Lake County
LLC	Lake Land College
L&CCC	Lewis & Clark Community College
LLCC	Lincoln Land Community College
JALC	John A. Logan College
McHCC	McHenry County College
MVCC	Moraine Valley Community College
MorC	Morton College
OCC	Oakton Community College
PC	Parkland College
PSC	Prairie State College
RLC	Rend Lake College
RCC	Richland Community College
RVC	Rock Valley College
CSC	Carl Sandburg College
SVCC	Sauk Valley Community College
ShCC	Shawnee Community College
SSCCC	South Suburban College of Cook County
SIC	Southeastern Illinois College
SRC	Spoon River College
SCC	State Community College
TrC	Triton College
WCC	Waubensee Community College
JWCC	John Wood Community College

ERIC Clearinghouse for
Junior Colleges